DOCUMENT RESUME

ED 338 333 PS 019 780

AUTHOR Murphy, Kathleen J.
TITLE A Staff Development Model for School Age Child Care Programs.
PUB DATE Aug 88
NOTE 67p.; M.A. Project, University of San Francisco.
PUB TYPE Dissertations/Theses - Undetermined (040) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Child Caregivers; Child Care Occupations; Elementary Education; *Needs Assessment; Program Development; Questionnaires; *School Age Day Care; *Staff Development; *Teacher Attitudes
IDENTIFIERS California

ABSTRACT

A generic staff development model for kindergarten through sixth-grade child care programs is described. Recommendations for the what, when, and how of staff development activities are based on a review of the literature and a needs assessment survey administered in two school districts and a private sector, school-age child care program in California. The survey questionnaire focused on the term "staff development," current opportunities for staff development, recommended topics for staff development, and implementation suggestions. Forty-five questionnaires were distributed, with a 60 percent response rate. None of the respondents identified themselves primarily as support staff. Suggestions are offered for: (1) staff development topics such as discipline, first aid, stress, games, arts and crafts, child development, families; (2) monthly activities; and (3) provision of financial stipends for participation. Questionnaires and cover letters are provided. Contains 12 references. (LB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED 338333

A Staff Development Model for School Age Child Care Programs

A Project for EDOL 655 Presented to the Faculty of the School of Education of the University of San Francisco

In partial fulfillment of the requirements of the degree of Master of Arts in Educational Administration

by

Kathleen J. Murphy

August 1988

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Kathleen J. Murphy
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

PS 019780

BEST COPY AVAILABLE

Table of Contents

	Page
List of Appendices	iv
Acknowledgements	v
Dedication	v
Chapter I. Introduction	
Purpose of the Project	1
Statement of the Problem	1
Rationale	3
Project Description	7
Location	8
Definition of Terms	9
Chapter II. Review of Literature	12
Chapter III. Questionnaire	
Development	18
Results and Analysis	21
Chapter IV. Conclusions	
Implications	29
Model for Staff Development	32
Professional Organizations	42
Adaptations	44
Closing Statement	46
References	47
Appendix	49

List of Appendices

Appendix A
Hayward Unified School District Letter
Glendale Unified School District Letter
La Crescenta Presbyterian Center for Children Letter

Appendix B
Questionnaire

Appendix C
Problem Statement Questionnaire

Acknowledgements

I wish to express my thanks and appreciation to all those that contributed to this project. Special thanks go to the administration and staff of the school age child care programs in the Hayward Unified School District for their patience and support. I also wish to especially thank my friend JoAnna Hubbard for her support and the many hours of sitting hunched over a personal computer while suffering from a bad back.

Dedication

This project is dedicated to the memory of Carol Murphy, Director of the La Crescenta Presbyterian Center for Children; My mentor, my friend, my mother.

Chapter I

Introduction

Purpose of the Project

The purpose of this project is to create a staff development model for school age child care programs. Although the model will be developed within a school district framework, it will be generic in nature and transferable to nonschool district sponsored programs.

Statement of the Problem

The Hayward Unified School District, like many other school districts, has made a significant commitment to the concept of staff development. In Hayward, students are dismissed early from school, or school is closed altogether, in order for staff to participate in staff development activities approximately 13 times a year. Parents of children enrolled in school age child care programs still need their children to be cared for on these special days. The result is that school age child care staff are excluded from these training programs. The first part of the problem then is when and how to

provide staff development activities for school age child care programs.

In 1985 the Governor of California signed into law Senate Bill 303, which provided for school age child care programs in the State. As a result, the number of programs has increased dramatically. Although school age child care programs existed before this time in California, this piece of legislation served to call attention to these programs and to create a separate program type under the child care umbrella.

School age child care programs are different from traditional elementary school programs. Since it utilizes that block of time in which the child would traditionally be at home, the program should seek to provide activities that might typically occur there (Scofield, 1987). This suggests that the school age program should provide a less restrictive environment that compliments rather than supplements the schools' programs.

Most school age child care staff members are either certified elementary teachers or come from pre-school environments (Alexander, 1986). Eheart, Leavitt, and Logue (1986) found that these teachers focus primarily on

cognitive development. Staff development programs need to help staff define their role not as a teacher who directs and instructs, but as a teacher whose primary responsibility is to support and be responsive to children throughout the day (Eheart, et al, 1986). Training is required to transfer skills from other disciplines to the school age child care setting. Since school district staff development programs are cognitively oriented, they are not always appropriate for school age child care staff. The second part of the problem then, is what to provide during staff development activities.

Rationale

In a survey of 250 directors of child care programs in which they were asked to rate 20 factors commonly associated with quality in terms of relative impact, the most frequent response was "the director of the program." The number two response was the other program staff members (Neugebauer, 1984). Staff members are responsible for providing the basic ingredients of quality in these programs. A well equipped program is only as good as the provisions made for use by staff

members. Conversely, programs operating with a sever lack of material provisions can be compensated for by the effective planning of staff. If staff competence is the number one quality of good child care programs, the development and training of individuals must be placed highly on administrations' list of priorities for the program.

There are several approaches to staff development: the administrator makes all the decisions pertaining to staff development, a committee of staff members is established to plan all staff development opportunities individual staff member initiative or "catch as catch can," or some combination of the above (Johnstone, 1984). To be effective, staff development activities should have meaning for the participants and should be planned in relation to the operation and goals of the program (Johnston, 1984).

Joyce, Hersh, and McKibben (1983) described three purposes of staff development:

1. To enrich the lives of teachers and administrators so that they continuously expand their general education, their emotional range, and their understanding of children.
2. To generate continuous efforts to improve schools. If schools are not being improved they atrophy. Program personnel need to work together to acquire the knowledge and sills

necessary.

3. To create conditions which enable professional skill development to be continuous. Every staff member needs to be a student of learning and teaching.

To be effective, staff development must be well planned and integrated into the program environment as a whole. The staff development plan currently in place for school age child care programs in the Hayward Unified school District has three components. First, staff members are allowed two professional development days each school year. There is no requirement to compel staff members to use this time.

Second, at monthly staff meetings opportunities are provided to share among the various site personnel what activities have been successful and what has not worked. Copies of pertinent articles are also often shared at this time.

Lastly, each staff member is given a $100 allowance to use to attend conferences and seminars. Again, the use of this money is not mandatory. These provisions comprise the sum total of the current staff development program. Procedures for deciding what topics should or need to be covered are not included in this plan.

In the proposed "Program Quality Review Instrument

for School Age Child Care Programs" published by the State of California Department of Education (SDE) Child Development Division, quality indicator ten pertains to staff development:

> A well-prepared staff is essential for the success of a program. Staff need to be familiar with agency policies, expectations, and the curriculum. Well planned on-the-job training should be provided for employees on a regular basis (SDE, 1987).

The review document also outlines the expectations for meeting this indicator, and the procedure for verifying compliance:

Expectations	Procedures
a) Agency has an orientation plan for new employees, substitutes, and volunteers.	a) Interview the program director and review the orientation plan.
b) Each member of the staff has a clear understanding of his or her role and responsibilities.	b) Review agency's job descriptions. Interview the staff and determine each employees understanding of his or her role relative to that person's job description.
c) Agency has a staff development plan which provides opportunities for professional growth and career advancement for its employees.	c) Review records to verify that the staff is being provided with staff development opportunities.
d) A written employee performance evaluation is completed annually to which the employee is given the opportunity to respond in writing.	d) Review a sampling of the personnel folders to verify that the employees are evaluated at least annually
e) Employees are allowed to establish goals for	e) Review a sampling of personnel folders or

self-improvement based on the evaluation.	interview employees to determine that employees have identified goals for self-improvement.
f) Agency assists employees in meeting their self-improvement goals.	f) Review documentation such as performance rating or interview employees (SDE, 1987).

There are 14 indicators in the review instrument. Meeting these indicators is a requirement for retaining State ECD program funding. However, the indicators are valuable quality indicators for all programs, regardless of whether they are State funded or not.

Project Description

This project was designed to recommend the what, when and how of staff development activities. There will be two main components on which to base these recommendations. First, a review of the literature on staff development as a whole, and specifically for school age child care programs' staff development activities.

The second segment of the project is a needs assessment survey. A questionnaire was developed and distributed within the Hayward unified School District, one other school district providing school age child care, and one private sector school age child care

program.

The project provided experience in a needs assessment survey process. This included designing the questionnaire, making arrangements for its distribution and collection, tabulating results, and making recommendations based on those results. The project also provided an opportunity to integrate research with literature into a cohesive product.

Finally, one of the outcomes of this survey is a proposal. Proposal writing is a skill, a specialized form of report writing. This project has generated experience in proposal writing and presentation. The proposal was submitted for adoption to Melinda J. Martin, Director of Child Development Programs for the Hayward Unified School District, including supervising the School Age Child Care program.

The top factor in determining program quality is staff (Neugebauer, 1984). Knowledge gained from this project regarding the implementation of staff development programs is important for emerging educational leaders.

Location

Hayward is located in Southern Alameda County, in

the San Francisco Bay area. The Hayward Unified School District serves approximately 15,000 students and is the second largest employer in the city according to the Chamber of Commerce.

Currently, school age child care programs are on six different sites, with expansion to two more sites in the fall of 1988. The eight sites combined will serve approximately 330 children and employ twenty staff members. It is these staff members and the children they serve that will benefit directly from staff development activities. The children and staff of other school age child care programs will also benefit as the results of this project are reported.

Definition of Terms

School Age Child Care: These programs serve children in Kindergarten through Sixth grade, ages five to twelve years old (Alexander, 1986). In the Hayward Unified School District, the programs serve children in kindergarten through third grade. These programs emphasize the development of the "other" 3 R's - resourcefulness, responsibility and reliability. The environment is a flexible setting that gives

children opportunities to pursue their own interests and to use free time creatively (Alexander, 1986).

Staff Development: This is a very broadly used term. It includes all aspects of improving staff quality. Activities include the recruiting and hiring of staff, orientation plans for new or substitute staff members, formal training sessions such as inservice opportunities and conferences and programs available outside the program, informal training which may be as simple as explaining or discussing activities and actions as they occur, and staff meetings and employee evaluation plans (SDE, 1987). For the purposes of this project, the recommended staff development activities will be limited to formal training sessions such as inservice programs and conference and seminar opportunities outside the program.

Staff Members: As in all child care or school programs there are various levels of job responsibility represented by the term staff members. For this project, the following terminology will apply:

Administrator: any person charged with supervision of the program and not directly responsible for

the classroom supervision of children is an administrator.

Teacher: this includes any person responsible for the daily planning of the children's activities. This person may have additional assignments for program administration but their top priority is to supervise children.

Assistants/aides: these terms are sometimes used interchangeably. These individuals assist the teacher in classroom activities. This might include supervising an activity or play area alone for periods of time, but always at the direction of the teacher.

Support Staff: these staff members hold positions outside of the classroom, and whose functions support the classroom activities. Position titles for these individuals include, but are not limited to, secretary, clerk, eligibility technician, cook, bus driver, and custodian.

Chapter II

Review of Literature

Strong and regular staff training is an essential aspect of favorable environments (Joyce, Hersh, and McKibben, 1983). For the teaching environment to be positive, the staff needs to feel that there is trust and support for them in their roles, and that risk taking is encouraged by peers and supervisors. Cooperative decision making in general, and specifically in relation to staff development also creates a more positive atmosphere for teaching and a reciprocally positive experience for children. The primary task in staff development is to develop a professional growth-oriented ecology in all schools. Ad hoc systems do not work. There needs to be a system in place to train staff that is ongoing, and where special needs can be plugged in (Joyce, et.al., 1983).

Joyce, Hersh and McKibben (1983) believe that there are five major components in successful training programs that, when used together, provide for greater impact. These components are based on the theory that learning

requires redundancy, or many opportunities to take a concept and practice with it before it is learned (Jones, 1986).

The first component is the presentation of theory. Activities in this area include readings, lectures, films and discussions. This raises peoples' awareness of the issue or problem, but it is rare that presentation alone would result in a transfer of skills to the classroom.

The next component is modeling or demonstration. The issue or problem is enacted in a live demonstration or shown on film or video tape. This component has considerable effect on awareness, but is limited in increase of knowledge on a theoretical level. This is the point at which most training programs stop (Joyce, et.al., 1983).

The last three components, when built upon the foundation of presentation and modeling, are much more likely to result in a demonstratable acquisition of new skills. Practicing under simulated conditions is the third component of successful staff development training. This could mean acting with peers in a role play situation, and/or practicing with a small group of children before transferring skills to the entire

classroom group.

The fourth component is termed "structured feedback." Individuals are taught a system for observing and giving feedback, and do so consistently over a period of time. Observers can be peers or supervisors. Observations must be made in an atmosphere of mutual trust and support.

The last component cited by Joyce, Hersh and McKibben (1983) is labeled coaching. That is, establishing one-on-one staff relationships within the program. Coaching provides individuals traditionally more isolated in their classroom roles with companionship. Coaching also creates a framework for providing feedback and support when individuals try out new classroom approaches. Coaches gain insight into their own strengths and weaknesses as well in the process of observing and supporting another staff member. Neugebauer (1988) calls it peer evaluation--teaming up with another staff member to work on issues.

Staff members are more likely to "buy in" to the process of staff development if they are included in the planning process (Johnston, 1984). They see the concrete benefits such activities have for their classroom

environments. The first step therefor in planning training programs is for teachers to identify what problems or issues are of critical concern for them. Neugebauer (1988) suggests that each staff member write a personal development plan; and in a strategy-setting conference with a supervisor, work out the logistics towards implementing the plan.

Johnston (1984) researched what problems should be addressed in staff development activities. He defined problems as any unmet need or unfulfilled goal. He also pointed out that there were two methods of problem identification. An inferred problem is one that comes about through observation of behaviors. A supervisor or coach makes suggestions on areas of study after spending time observing the individual. Expressed problems come from the individual. He or she believes that they require additional training in a particular area, or have kindled interest in developing some new strategies.

Johnston (1984) collected 2000 problem descriptions from child care teachers and administrators across the country. He was then able to synthesize these descriptions into 102 problem statements. He used them in a questionnaire to assess what child care providers

felt that they needed in staff development activities.

Johnston (1984) was able to develop a list of seven major themes in areas of staff problems from his research. They are:

1. Subordinate staff relations;
2. Control and nurturance of children;
3. Remediation (helping a child who has an identified problem);
4. Relations with supervisors;
5. Parent cooperation;
6. Management of time;
7. Management of routines.

While these are admittedly broad categories; they can accurately serve as a guide to subject matter in staff development.

Jones (1986) felt that one more axiom needed to be included in the process of staff development. She states that adults should be treated according to the developmental principles they must follow in working with children. She identified this as the Principle of Congruity (Jones, 1986).

Houston and McCarthy (1980) identify four developmental stages and the training needs required at each stage by teachers:

STAGE	YEARS OF EXPERIENCE	FOCUS	TRAINING NEEDS
1. Survival	0-2	Just get through the day.	Onsite support and technical assistance.
2. Consolidation	1-3	Have an idea of what they want to learn and do.	Onsite assistance, access to specialists, colleague advise & resource consultants.
3. Renewal	2-5	Sees need to add new ideas to one's repertoire of activities, skills & techniques to ward off boredom.	Conferences, professional associations, journals, magazines, films, visits & demonstrations.
4. Maturity	3 & up	Abstract, philosophical issues and questions, reflective.	Projects, seminars, institutes, courses, degree programs, books.

This again integrates the concept that theory is learned through action, and through the interaction of relating knowledge to one's own experience (Jones, 1986).

Chapter III.

Questionnaire

Development

The second component of this project was the development of a questionnaire. The questionnaire was designed to investigate four areas:

1. What do individuals working in school age child care programs understand the term "staff development" to mean?
2. What current arrangements commonly exist for staff development opportunities?
3. What areas or subjects would individuals working in school age child care programs desire to have included?
4. When and how should staff development be implemented?

With these areas of interest outlined, the task of actually drafting the questionnaire began.

According to Kendred, Bagin, and Gallagher (1984), every questionnaire is basically identical. It should contain an introduction, main section and conclusion. In the introduction, a brief description of the purpose of the survey should be made, as well as who is sponsoring the survey. Instructions on how the questionnaire is to be completed and returned should also be included.

In the main section or body of the questionnaire, opinion generating questions which deal with the problems that the researcher is exploring should be asked. These questions should be presented in a sequence which provides a logical thought process for the respondent. The conclusion contains the open-ended questions that might provide unanticipated responses, as well as demographic questions. Finally, respondents should be thanked for their assistance.

For this project a cover letter for the questionnaire was also drafted (see Appendix A). It provided the title of the project, and stated that the purpose of the questionnaire was to learn about staff development activities for school age child care programs. The letter indicated that the researcher was a graduate student at the University of San Francisco and gave instructions for the return of the questionnaire. The actual questionnaire (see Appendix B) contained 12 items in a mixed response format concerning problems and programs of staff development.

Contact was made with the Glendale Unified School District in March, 1988. This district was selected because of their history of running a large school age

child care program. Georgia McAninach, Administrator of Child Development Programs, agreed to distribute the questionnaires to her school age child care staff, and to collect and return them by the end of April, 1988. Ms. Kathy Halowell, Acting Director of the La Crescenta Presbyterian Center for Children agreed to do the same thing. This private center was selected because of fifteen years of experience in school age child care programs. Both of these programs are located in Southern California.

Questionnaires were also distributed to the school age child care staff of the Hayward unified School District, during a regularly scheduled staff meeting. Permission to distribute them and follow-up on responses was obtained from Melinda J. Martin, Director of Child Development Programs.

The mailed questionnaire provides proportionally the lowest returns of data (Kendred, et.al., 1988). Nonetheless, this method of distribution was chosen because mail provided an opportunity to reach respondents in other geographical areas. To counter the usual low response rate for mailed questionnaires, two provisions were made.

First, the questionnaires was printed on bright pink paper. It was expected that the color would be eye-catching, and would prevent it from getting lost among other paperwork. Secondly, the two contact persons, Dr. McAninch and Ms. Halowell, are both personal acquaintances of the researcher, as are many of the staff members of their programs. It was thought that these personal connections would result in an adequate return of data.

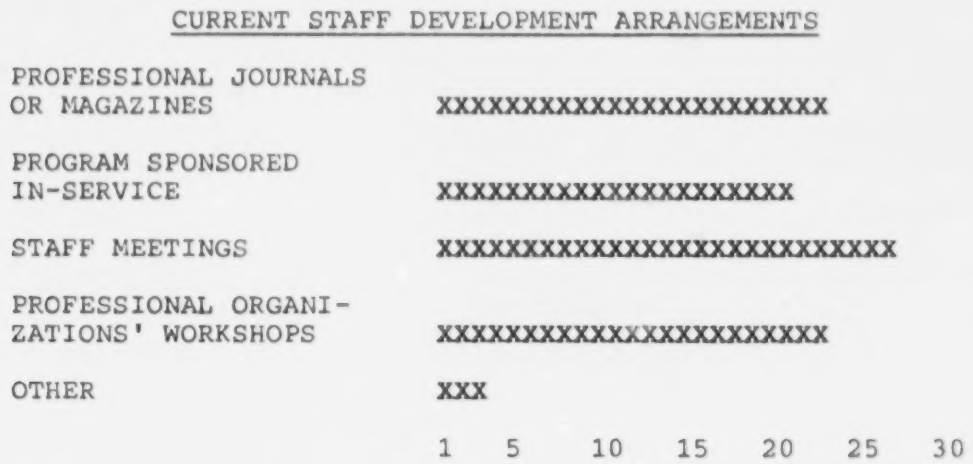
Results and Analysis

Of the 45 questionnaires distributed, 27 or 60% were returned completed. Only two administrators responded to the questionnaire, and both were from the private sector program. There were 20 teachers and five aides that answered the questions. None of the respondents identified themselves primarily as support staff, although four from the private sector program stated that they also drove the bus or cooked on occasion.

The term staff development had a variety of meanings for respondents. Sixteen individuals gave similar answers, that staff development meant the continuation of the staff members' professional growth in the field of

child development. Other comments included staying current in the field, opportunities to gain more knowledge, or to fine-tune existing skills. Eleven respondents felt development meant team building, working together to better the common program. All five of the aides who responded answered in this way. All 27 felt the need for staff development no matter how they defined the term. The responses on staff arrangements are shown in Figure 1:

<Figure 1>



All respondents believed that there currently were arrangements being made in their respective programs for staff development. Professional journals or magazines

and professional organizations' workshops were cited by 23 people. Twenty-one stated that they attended district or program sponsored inservice programs, although eight of these further stated that these inservice opportunities usually occurred during staff meetings. All 27 attended staff meetings.

The developmental needs of school age children in child care and the programs that serve these children are unique. As a result, staff development programs for those adults working in such programs should be different from other child care program curricula. This view was held by 21 individuals who answered yes to question three (see Figure 2).

<Figure 2>

STAFF DEVELOPMENT DIFFERENT FOR SACC

YES XXXXXXXXXXXXXXXXXXXX

NO XXXXXX

1 5 10 15 20 25 30

However, three out of the six who answered no to the question also added that staff development should be geared for the type and age of the children being served,

almost the same reason given by those who answered yes.

There was not as much agreement as to when staff development programs should take place (see figure 3).

<Figure 3>

SCHEDULE OF STAFF DEVELOPMENT FOR SACC

Mornings	XXXXXXXXXXXXXXX
Evenings	XXXXXXXXXXX
Saturdays	XXXXXX
Other	XXXXXXX

1 5 10 15 20 25 30

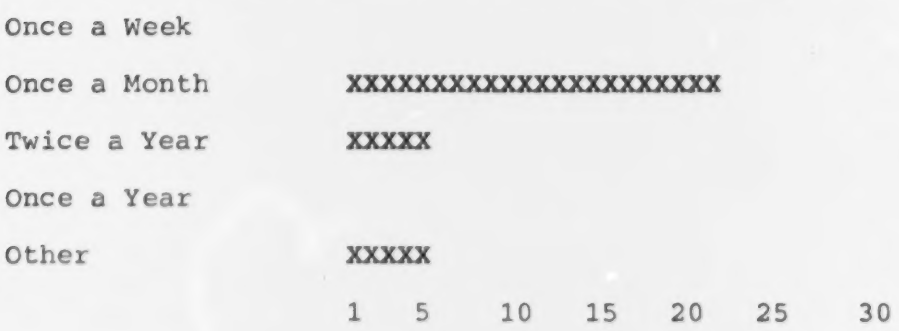
Mornings were the best time according to 15 individuals, 11 checked evenings, six more felt saturdays would be a good time. Of the seven who checked other, two wanted programs to be in the afternoon, and believed that substitutes should be provided to cover classrooms. The remaining five felt that whatever time best fit the program and suited the involved staff should be the determining factor.

A large majority, 22, felt staff development activities should occur on a monthly basis. Another five would be satisfied with twice a year. Five also

indicated that whenever opportunities were presented that staff members should be self-motivated to take advantage of them (see Figure 4).

<Figure 4>

FREQUENCY OF STAFF DEVELOPMENT ACTIVITIES



The suggested topics for staff development were scored, and the results were:

Discipline	24
First aid	22
Children & Stress	21
Games	19
Arts & Crafts	19
Child Development	18
Roundtable discussion	18
Families	16
Music	16
Staff & Stress	14
Homework & tutoring	14
Scheduling the day	11

There were five additional topics suggested under other: child psychology, humanities, children's literature, multi-cultural awareness and supervision techniques.

Another comment which was made under other indicated that the topics covered in staff development should be dependent upon how long each individual had been in their current position and program.

With regard to professional affiliations, none of the aides indicated that they belonged to a professional organization. Five of the teachers did not belong to one either. Ten of the teachers stated that they were members of the Association for the Education of Young Children (AEYC) at either the local, state or national level. In addition, six out of this ten also listed their teachers' union. Only one respondent indicated she also belonged to a School Age Child Care Association. The two administrators belonged to both AEYC and to the Church Related Nursery School Fellowship.

There seems to be a great deal of uncertainty expressed by the respondents as to what financial support their programs provide for staff development (Figure 5).

<Figure 5>

FINANCIAL SUPPORT

No Support	XXXXXXX
Pay All	XXXXX
Pay Half	XXX
Yearly Allowance	X
Other	XXXXXX
No Answer	XXXXX

1 5 10 15 20 25 30

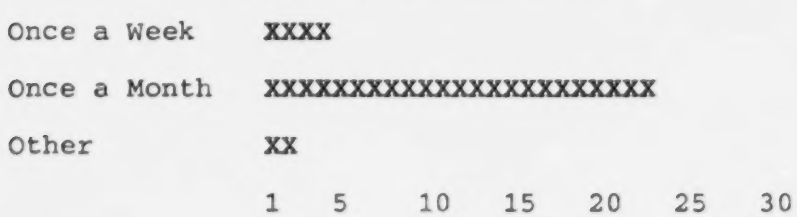
Seven individuals either did not answer the question or answered that they did not know. Three individuals checked two categories, one checked three categories, and the remaining 16 checked one category. Employees from the same program differed in their responses.

The check mark tally showed seven responded no support, five checked all expenses paid, three checked half paid, one checked yearly, and six checked other. When asked to explain what was meant by "other," two indicated they received a raise in their hourly wage for attending classes or workshops. The other responses reported that the amount of support depended upon the situation and was determined on a case-by-case basis.

There also seemed to be minor confusion over the frequency of staff meetings. The overwhelming majority, 23, stated that they attended staff meetings once a month. There were, however, four persons that said they attended staff meetings once a week (see Figure 6).

<Figure 6>

REGULAR STAFF MEETINGS



The open ended question at the end of the questionnaire resulted in four responses:

- "Much needed and long overdue"
- "I hope you include some financial support for higher education to develop professional staff."
- (Staff development programs are a) "Great way to boost morale and prevent burnout."
- "We use a program wide newsletter to keep in touch with each other."

Chapter IV.

Conclusions and Implications

It is clear that staff development is the key way to improve program quality. Those responsible for administering school age child care programs must have a commitment to staff development activities. Resources for the implementation of staff development must be allocated adequately for these programs to be successful.

Orientation for new employees in all aspects of program operations is the place to begin staff development. Although this aspect of staff development has been specifically excluded from this particular research paper, it is an important building block for successive training. The questionnaire indicated confusion over both how much financial support was available for staff development and the frequency of staff meetings. There was also divergent opinion as to the nature and purpose of staff development. The literature pointed out the importance of staff development activities' design--that they should further the goals and objectives of the program. All of this

information is important to new employees, and should be conveyed during a well planned orientation program.

Assessing the individual needs of each staff member is the first step in staff development. It is important for the staff member to be able to share in an environment of trust and support exactly what issues or subjects would be most personally useful. Trust may be difficult in this situation, as it is usually a supervisor with position power that conducts such an interview.

After information is gathered, it should be organized into categories of subject matter. This would enable planning of staff development activities around the specific felt needs of each staff member. Those responsible for planning activities would also need to investigate the needs others, especially administrators, perceive as problems or subjects to be covered.

Administrators should provide information based on classroom observations and past evaluations. They should also report the number of years each teacher has been in both the field and their specific program, and where each places on the developmental chart. Administrators would give data about any concerns the program parents have

expressed. Lastly, an administrator would be in a position to know of any upcoming curriculum or regulation changes which need to be covered.

After information is organized, planning of the actual activities can commence. Once a month emerged as the most acceptable interval for staff development. A variety of training techniques should be used to maintain high interest and strong motivation. Issues and subjects covered should be geared specifically to the school age child care programs and the interests of the staff. A plan for evaluation of staff development activities should be included.

The most important concept that emerged from the literature was peer evaluation or coaching. The individuals who responded to the survey also wrote comments about team work. This aspect of staff development is not currently a part of the activities of any of the three programs surveyed. However, it is clear that incorporating coaching into a staff development plan would provide each individual with the support and feedback necessary to acquire new skills.

Model for Staff Development

The first step in this staff development model is assessing each individual staff members' need for training. Johnston (1984) developed a list of problem statements for assessing these needs. This list (see Appendix C), eliminating those problem statements not appropriate for school age child care staff and incorporating other statements geared to this age group, is given to staff members for completion. They will indicate what problems or issues in which they desire additional training and/or information on.

These questionnaires are distributed in May and collected by the end of the school year. Respondents to the questionnaire remain anonymous to the administrator in charge of planning by having them coded by a separate staff member. The administrator makes comments on the forms, and then they are returned to the respondents in September (per/ their individual coding).

Summer time is the busiest time of year for school age child care programs. The children are in the program for the entire day, versus before and after school. The staff members in these programs work the hardest during this period of time. Staff development activities would

therefore be difficult to carry out in summer. They should be implemented from September to June, the traditional school year schedule, instead. This gives the administrator time during the summer to tabulate the results of the problem statement questionnaire (see above). The administrator also gathers information in the form of brief written summaries on observed problems or areas of needed training, upcoming changes in regulations or curriculum, and the developmental levels of the staff.

The administrator also establishes peer coaching teams for the upcoming school year during the summer. These decisions are based on the information gathered above. Peer coaching teams are made up of two people at roughly the same level of development. Each member of the pair has different areas of need or interest. This allows the two individuals to be exposed to two areas of concentration from slightly different perspectives throughout the year.

As the literature substantiated, staff members are more likely to actively participate in training activities if they are included in the planning process (Johnson, 1984). In order to encourage such staff

motivation, the administrator contacts all of the program staff during the summer to solicit at least three volunteers to work as a staff development committee. This committee is made up of all levels of employees: teachers, aides and support staff. In late August, the committee studies the results of the problem statement questionnaire and other data collected by the administrator. This committee would then select the topics to be covered in the in-service programs during the ensuing year. They would also assign individual committee members the responsibility of arranging for these programs. This is the lecture and/or demonstration component of the staff development scheme.

The schedule of staff meetings and staff development activities is established in early September by the staff development committee and the administrator. In response to the questionnaire distributed for this project, respondents indicated that staff meetings were held once a month. Respondents also indicated that the preferred interval for staff development activities is once a month. Staff meetings in this model should be used strictly for informational purposes, occur once a month, and last no longer than one hour. Staff development

activities should also be scheduled once a month and be no longer than 1-1/2 hours. People are more compliant with established routines. Therefore, scheduling of the above should be on a regular basis, e.g., the first and third Wednesday of every month.

These two sessions are to be held during the hours the children are in school, beginning at approximately 10:00 am, so that the staff is available. In the Hayward Unified School District, the teachers' contract stipulates that teachers must attend one staff meeting per month outside of regular duty hours. Therefore, staff members are compelled to attend one of the two staff activities described above.

To require attendance at the second, provisions must be made for staff to be compensated for their time. If a staff member attends at least seven out of nine staff in-service activities, and all staff meetings during a school year, one day of compensatory time off shall be earned each year. Staff members are notified in June of the awarded day, and it must be used during the next contract year.

For payroll purposes, this day would show the employee released for school business. A request to use

this duty fee day would be made in writing to the administrator for approval at least 30 days in advance. A substitute costs $10.00 per hour, and a teacher costs $18.00 per hour in the 1988-89 school year in Hayward. This makes paying a substitute for the time less expensive than paying a teacher. Similar cost comparisons are true for aides and support staff as well. Also, with this plan, substitutes are required for the occasional day throughout the school year, as opposed to a substitute required for every staff member on the day of an in-service activity. This plan then provides for participation in staff development activities in an economical manner.

A staff development activity every month of the school year equals nine opportunities for training each year. The problem statement questionnaire the staff completes can be broken down into seven major staff problem areas (Johnson, 1984). These seven broad categories (see discussion page 16), along with the questionnaires, are used by the administrator and staff development committee to ensure that a broad spectrum of topics is covered, and to do generic scheduling until specific program titles are generated. For example, the

January meeting is tentatively titled "Remediation" until the individual responsible for organizing that activity arranges a program on mainstreaming special education children into school age child care, which then will become the published title.

This also allows an administrator to report a staff development plan to funding agencies that does not require re-writing each year. For the remaining three staff development activities, any emerging issues identified by the administrator are covered. The staff development committee also makes certain that at least one of the staff development activities is a participation workshop in which games, music, or arts and crafts activities for the classroom are shared.

Peer coaching is a key component to this staff development model. Members are paired up in September. At that time, the problem statement questionnaire filled out the previous June by each individual is returned to them along with the administrator's comments. This serves as a reminder to the individual of problems or interest areas from the previous year. Between the September and October staff meetings, peer coaching teams are encouraged to discuss problems and issues that both

would like to pursue over the course of the year.

At the October staff meeting, the peer coaching teams convey to the administrator the topics that they have decided to concentrate on. During October, arrangements are made with the administrator for classroom coverage so that each team member can observe the other in the questioned context. For example, Jane has had problems communicating with parents. Her partner Bob would observe her from 4:30 pm to 5:30 pm, when parent contact is high. Likewise, Bob who has had problems with the transition from the classroom to the school age child care program, would be observed by Jane from 2:15 pm to 3:15 pm. This would allow her to observe Bob's program before, during and after this transition has been made. Classroom coverage in the observer's absence is arranged for by making use of volunteers or juggling other staff assignments.

After observations are completed, the peer coaching team communicates about their observations. They discuss what did and what did not work, and make suggestions for improvement. A dialogue is facilitated which results in new strategies for dealing with the respective issues. These techniques would then be tried out in the work

setting. If appropriate, new techniques are first tried out with just a small group of children, as in the case of Bob with the transition problem.

After experimenting with the new strategies, more discussion takes place regarding performance between the peer coaches. At this time another observation may or may not be needed. This can be decided in consultation with the administrator. The administrator should monitor each coaching team in January and April for progress reports.

Beginning in February, each peer coaching team will make arrangements for a "job trade". This simply means that the two staff members trade places for the day. Job trading allows individuals to experience how others in similar positions organize the classroom, store materials, write activity plans, etc. Each staff member will gain new program ideas as well as insight about their peer coach.

Job trading, practice and peer coaching are the second element of this staff development model. To summarize the activities of both components of the model and to place them into a framework for scheduling, the following timeline is presented:

The Yearly Timeline of

Staff Development Activities for SACC

May — Administrator distributes problem statement questionnaires for staff response.

June — Problem statement questionnaire results are tabulated.

July — Administrator generates brief written summaries on observed problems or emerging issues. Peer coaching teams are selected.

August — Staff development committee is selected and begins working. Assignments are made to committee members for arrangement of specific programs.

September-

Staff meeting: Peer coaching team assignments are announced. Topics for September and October staff in-service programs are confirmed. Schedule for staff meetings and in-service programs is distributed. Other items as needed.

Staff development activity: General Topic "Management of Routines"

October-

Staff meeting: Peer coaching teams dialogue on areas of concentration for the year. Topic for November in-service is confirmed. Reminder of October in-service. Other items as needed.

Staff development activity: General Topic "Time management"

November-

Staff meeting: Peer coaching teams begin to request release time for practice and observations. Topic for December in-service confirmed. Reminder of November in-service. Other items as needed.

Staff development activity: General Topic "Parent Cooperation"

December-
Staff meeting: Topic for January in-service confirmed. Reminder of December in-service. Other items as needed.
Staff development activity: General Topic "Emerging Issues"

January-
Staff meeting: All peer coaching teams to report on activities to date. Topic for February in-service confirmed. Reminder of January in-service. Other items as needed.
Staff development activity: General Topic "Relations with Supervisors"

February-
Staff meeting: Job trades are arranged. Topic for March in-service confirmed. Reminder of February in-service. Other items as needed.
Staff development activity: General Topic "Remediation"

March-
Staff meeting: Topic for April in-service confirmed. Reminder of February in-service. Other items as needed.
Staff development activity: General Topic "Control and Nurturance of Children"

April-
Staff meeting: Peer coaching teams make reports on learning and changes. Topic for May in-service is confirmed. Reminder of April in-service. Other items as needed.
Staff development activity: General Topic "Subordinate Staff Relations"

May-
Staff meeting: Distribution of problem statement questionnaires for staff response. Topic for June in-service confirmed. Reminder of May in-service. Other items as needed.

Staff development activity: General Topic "Emerging Issues"

June-
Staff meeting: Problem statement questionnaire responses collected. Reminder of June in-service. Other items as needed.
Staff development activity: General Topic "Emerging Issues"

Professional Organizations

Professional organizations are a valuable resource for staff development activities. For employees in school age child care programs, the most valuable are the California Association for the Education of Young Children (CAEYC), and the California School-Age Consortium.

These groups can provide help to the staff-development committee in planning in-service activities. They also produce newsletters on a regular basis which are useful individual resources. In addition, Young Children, the Journal of the National Association for the Education of Young Children is a membership benefit when individuals join the California section of that organization.

Administrators should belong to both of these groups, in order to ensure that their respective

materials and resources are available to the program. In addition, subscriptions of School-Age Notes, a newsletter specifically for school age child care programs, should be purchased and circulated. This publication contains articles for all staff members, such as classroom activities, parent communication, resources, books and equipment appropriate for school age child care programs.

Many organizations provide conferences and workshops throughout the year. The study on teacher development indicated that teachers are not likely to gain from participating in these workshops until they have been in the field for three years or more. Nevertheless, it is important to provide all staff members with the opportunity to attend these sessions. Therefore, priority must be given to making staffing and scheduling arrangements so that the work flow is not interrupted, i.e., substitutes are available, or events are held other than during work hours.

Staff members should be given a stipend to support and encourage their professional involvement, whether organization membership, journal or newsletter subscriptions, reference work purchases, or conferences and workshops. This stipend should amount to $150.00 for

certificated staff and $100.00 for classified staff. These amounts are in agreement with the monies spent on staff development opportunities as arranged by the School Districts for certificated and classified employees in comparable assignments. This financial support is also consistent with the intent of this project, which is to provide staff development activities for school age child care employees who are specifically excluded from District sponsored in-service activities because of scheduling conflicts.

Adaptations

This model was developed for use in the Hayward Unified School District. It is however, broad enough in scope that it could be adapted to other programs: other school district sponsored programs, community based-State funded programs, and private programs.

The Hayward Unified School District has only one year-round school, and there is no child care available at this site. However, many other Districts, most notably Los Angeles, function on a year-round schedule. This would necessitate a change in the September to June scheduling of staff development activities in these districts. Programs that serve children enrolled in the

year-round schools would schedule nine staff development activities during the course of the year at intervals that are convenient to their individual situations.

When the administrator is establishing peer coaching teams, staff members at approximately the same stage of development should be placed together. If the staff has widely different developmental levels, a chain approach to coaching would apply. For example, in Sam's first year of teaching he would be coached by Tamika, who is in her fifth year of teaching. Tamika would be coached by Maria, who has 10 year of experience. Another adaption would be for Maria to coach both Tamika and Sam, and for Tamika to coach Maria.

In small centers, the chain approach to peer coaching teams may also be necessary. Or, two or three smaller centers could work together in coordinating their staff development activities, including the peer coaching teams, job switches, etc.

This staff development model does require a significant financial commitment. Quality schools are consistently improving their programs. The key impetus to providing this is by cultivating a motivated staff who are each endeavouring to grow professionally. The

expense can than be justified as cost effective as a major factor in program quality.

But for some programs, this is just not possible. If two or three of these programs work together and pool their respective resources however, it is possible to provide a full in-service program. The stipend amount for workshops and conferences could also be decreased. However, this could result in a reciprocal decrease in participation.

After using the problem statement questionnaire for the first two years of the program, a different method of surveying staff should evolve. During year two, the staff development committee should generate a checklist of possible topics for distribution to staff members. After the problem statement questionnaire has "rested" for two years, it can be reintroduced as the assessment instrument.

Closing Statement

This staff development model is designed to maximize the benefits of staff training. It combines the presentation of theory, demonstration or modeling, practice, structured feedback, coaching and developmental stages that are crucial to successful programs.

References

Alexander, N. (1986). School-age child care: concerns and challenges. Young Children: The Journal of the National Association for the Education of Young Children. 42(1),3-10.

California State Department of Education-Child Development Division. (1987). Program Quality review instrument for school age child care programs. Sacramento: SDE-CDD.

Eheart, B.R., Leavitt, R.L., and Logue, M.E. (1986). Staff training: What difference does it make? Young Children: The Journal of the National Association for the Education of Young Children. 41(5),8-9.

Houston, J.P., and McCarthy, M.A. (1980). Fundamentals of early childhood education. Cambridge, MA:Winthrop.

Johnston, J.M., (1984, March). Assessing staff problems: Key to effective staff development. Child Care Information Exchange, pp.1-4.

Jones, E. (1986). Teaching adults: An active learning approach. Washington, D.C.: National Association for the Education of Young Children.

Joyce, B.R., Hersh, R.H., and McKibben, M. (1983). The Structure of school improvement. White Plains, NY: Longman Inc.

Kendred, L.W., Bagin, D., and Gallagher, D.R. (1984). The school and community relations (3rd.ed.). Inglewood Cliffs, New Jersy: Prentiss Hall Inc.

Neugebauer, R. (Ed). (1984, March). Ideas for directors: Directors' views on quality. Child Care Information Exchange, pp.11-12.

Neugebauer, R. (Ed). (1988, March). On training staff. Child Care Information Exchange, pp.39-40.

Scofield, R. (Ed). (1987). The basics of school-age child care. Nashville: School Age Notes.

State of California Department of Education-Child Development Division. (1987). Program Quality Review Instrument for School Age Community Child Care Programs (Proposed). p.10.

child development. Other comments included staying current in the field, opportunities to gain more knowledge, or to fine-tune existing skills. Eleven respondents felt development meant team building, working together to better the common program. All five of the aides who responded answered in this way. All 27 felt the need for staff development no matter how they defined the term. The responses on staff arrangements are shown in Figure 1:

<Figure 1>

CURRENT STAFF DEVELOPMENT ARRANGEMENTS

April 1, 1988

Dear School Age Child Care Staff,

Attached you will find a questionnaire regarding staff development activities for school age child care programs. I would appreciate it if you would take a few minutes to answer the questions.

I am a graduate student at the University of San Francisco in Educational Leadership. My thesis project is a school age child care staff development model. Any comments you care to make would be greatly appreciated.

Please return this questionnaire to me at Burbank School by April 25, 1988. Thanks again for your help!

Sincerely,

Kathleen

Kathleen J. Murphy

Kathleen J. Murphy
986 Silverado Court
Hayward, CA 94541
415-785-9185

April 1, 1988

Dear School Age Child Care Staff,

Attached you will find a questionnaire regarding staff development activities for school age child care programs. I would appreciate it if you would take a few minutes to answer the questions.

I am a graduate student at the University of San Francisco in Educational Leadership. My thesis project is a school age child care staff development model. Any comments you care to make would be greatly appreciated.

Please return this questionnaire to Georgia McAninch in your program by April 25, 1988. She has agreed to return your responses to me. Thanks again for your help.

Sincerely,

Kathleen J. Murphy

Kathleen J. Murphy
986 Silverado Court
Hayward, CA 94541
415-785-9185

April 1, 1988

Dear School Age Child Care Staff,

Attached you will find a questionnaire regarding staff development activities for school age child care programs. I would appreciate it if you would take a few minutes to answer the questions.

I am a graduate student at the University of San Francisco in Educational Leadership. My thesis project is a school age child care staff development model. Any comments you care to make would be greatly appreciated.

Please return this questionnaire to Kathy Halowell in your program by April 25, 1988. She has agreed to return your responses to me. Thanks again for your help!

Sincerely,

Kathleen J. Murphy

Kathleen J. Murphy
986 Silverado Court
Hayward, CA 94541
415-785-9185

Appendix B

QUESTIONNAIRE

What does the term 'staff development' mean to you?

Do you think there is a need for staff development?

Yes_____ No_____

What are the current staff development arrangements for your program? (Check all that apply.)

_____Professional journals or magazines

_____District or Program sponsored inservice

_____Staff meetings

_____Professional organization's workshops

_____Other
Please explain:

Do you think that staff development for school age child care programs should be different than for that of other child care programs?

Yes_____ No_____

Why or why not?

When should staff development programs for school age child care programs take place?

_____Mornings

_____Evenings

_____Saturdays

_____Other When?

How often should staff development activities take place?

_____Once a week

_____Once a month

_____Twice a year

_____Once a year

_____Other Explain:

What topics should be covered by staff development activities? Check any you would be interested in.

_____Games

_____First aid

_____Discipline

_____Families

_____Music

_____Children & stress

_____Staff & stress

_____Other Please list.

_____Child development

_____Homework/Tutoring

_____Arts & crafts

_____Roundtable discussions

_____Scheduling the day

What, if any, professional organizations do you belong to? Please list.

What financial support does your program provide for staff development activities?

_____No support

_____Pay all

_____Other Explain:

_____Pay half

_____Yearly allowance

Does your program hold regular staff meetings?

_____Once a week

_____Once a month

_____Other Explain:

What position do you hold in a school age child care program? Check all that apply.

_____Teacher _____Administrator

_____Assistant Teacher

_____Aide _____Support staff (Secretary, bus driver, cook, etc.)

_____Other Explain:

Do you have any other comments about staff development programs for school age child care programs?

THANK YOU

Appendix C

Prekindergarten Teacher Problems Checklist

Prepared by John M. Johnston, University of Wisconsin-Milwaukee, 1983

Instructions: Preface each problem statement with the phrase, "I have a problem . . ."

_____ 1. Getting children to do what I ask them to do.
_____ 2. Controlling the noise or energy level in the room.
_____ 3. Understanding the reason for children's problem behavior.
_____ 4. Getting parents to supply accurate, up-to-date information for our files.
_____ 5. Getting children to share or take turns.
_____ 6. Providing for communication among staff.
_____ 7. Getting parent cooperation in solving their children's preschool/center-related problems.
_____ 8. Orienting new staff to all aspects of the program and their job.
_____ 9. Knowing how to handle children's aggressive behavior.
_____ 10. Getting parents to drop off or pick up their children on time.
_____ 11. Dealing with a child who cries or whines frequently.
_____ 12. Promoting effective mutual communication between home and center/preschool.
_____ 13. Getting staff to follow through on assigned responsibilities.
_____ 14. Getting parents to keep their children home when they are sick.
_____ 15. Getting children to clean up.
_____ 16. Motivating myself to be involved in outside professional activities.
_____ 17. Dealing with parents who say their child is toilet trained when he/she is not.
_____ 18. Providing adequate staff to meet all program needs.
_____ 19. Knowing how to help the special or atypical child.
_____ 20. Spending personal time doing necessary classroom tasks or administrative tasks.
_____ 21. Contending with interruptions while I am working.
_____ 22. Meeting the required staff-child ratios at all times during the day.
_____ 23. Getting children to learn and follow room rules and routines.
_____ 24. Finding time away from children for planning and preparation.
_____ 25. Getting children to use words and not hit others when they are angry.
_____ 26. Getting parents to follow policies on enrollment or fee payments.
_____ 27. Keeping children's attention during group time.
_____ 28. Getting parent cooperation with toilet training.
_____ 29. Getting children to sleep or rest quietly without disturbing others at nap time.
_____ 30. Working with an ineffective supervisor.
_____ 31. Getting parents to provide appropriate clothing from home.
_____ 32. Finding effective substitute staff.
_____ 33. Feeling positive toward a child who frequently misbehaves.
_____ 34. Getting my supervisor to respect my professional judgment.
_____ 35. Being able to stay home even though I am sick.
_____ 36. Keeping one child's problem behavior from affecting other children.
_____ 37. Finding workshops that are appropriate to my level of skill and knowledge.
_____ 38. Meeting an individual child's needs without neglecting the group.
_____ 39. Getting children who are toilet trained not to wet their pants.
_____ 40. Helping parents understand and deal appropriately with their child's behavior.
_____ 41. Getting staff to model appropriate behavior for children.
_____ 42. Getting staff to work in a cooperative fashion.
_____ 43. Helping parents of special or atypical children recognize and adjust to their child's needs.
_____ 44. Getting parents to come to scheduled events or conferences.
_____ 45. Getting my supervisor to give me feedback about my job performance.
_____ 46. Getting my supervisor to include me in the decision making process for my classroom.
_____ 47. Knowing how to counteract a child's negative home environment.
_____ 48. Meeting the needs of the children when the room is short staffed.
_____ 49. Working with equipment or facilities which are in poor condition.
_____ 50. Getting all children to participate in group activities.
_____ 51. Knowing if parents are abusing or neglecting their children.
_____ 52. Finding time for cleaning and other non-teaching tasks.
_____ 53. Involving the passive child in activities.
_____ 54. Getting staff to recognize and act on children's needs.
_____ 55. Dealing with unfair criticism from my supervisor.
_____ 56. Meeting the needs of all children in a multi-age group.
_____ 57. Giving adequate attention to the special or atypical child without neglecting other children.
_____ 58. Getting staff to understand and deal appropriately with young children's behavior.
_____ 59. Dressing and undressing children for cold weather outdoor play.
_____ 60. Understanding the public attitude that day care or preschools are just babysitting.

April 1, 1988

Dear School Age Child Care Staff,

Attached you will find a questionnaire regarding staff development activities for school age child care programs. I would appreciate it if you would take a few minutes to answer the questions.

I am a graduate student at the University of San Francisco in Educational Leadership. My thesis project is a school age child care staff development model. Any comments you care to make would be greatly appreciated.

Please return this questionnaire to Georgia McAninch in your program by April 25, 1988. She has agreed to return your responses to me. Thanks again for your help.

Sincerely,

Kathleen J. Murphy

Kathleen J. Murphy

These are duplicate copies of the cherry pages in the original. Use if necessary

Kathleen J. Murphy
986 Silverado Court
Hayward, CA 94541
415-785-9185

April 1, 1988

Dear School Age Child Care Staff,

Attached you will find a questionnaire regarding staff development activities for school age child care programs. I would appreciate it if you would take a few minutes to answer the questions.

I am a graduate student at the University of San Francisco in Educational Leadership. My thesis project is a school age child care staff development model. Any comments you care to make would be greatly appreciated.

Please return this questionnaire to Kathy Halowell in your program by April 25, 1988. She has agreed to return your responses to me. Thanks again for your help!

Sincerely,

Kathleen J. Murphy

Kathleen J. Murphy
986 Silverado Court
Hayward, CA 94541
415-785-9185

April 1, 1988

Dear School Age Child Care Staff,

Attached you will find a questionnaire regarding staff development activities for school age child care programs. I would appreciate it if you would take a few minutes to answer the questions.

I am a graduate student at the University of San Francisco in Educational Leadership. My thesis project is a school age child care staff development model. Any comments you care to make would be greatly appreciated.

Please return this questionnaire to me at Burbank School by April 25, 1988. Thanks again for your help!

Sincerely,

Kathleen

Kathleen J. Murphy

Kathleen J. Murphy
986 Silverado Court
Hayward, CA 94541
415-785-9185

QUESTIONNAIRE

What does the term 'staff development' mean to you?

Do you think there is a need for staff development?

Yes_____ No_____

What are the current staff development arrangements for your program? (Check all that apply.)

_____Professional journals or magazines

_____District or Program sponsored inservice

_____Staff meetings

_____Professional organization's workshops

_____Other
Please explain:

Do you think that staff development for school age child care programs should be different than for that of other child care programs?

Yes_____ No_____

Why or why not?

When should staff development programs for school age child care programs take place?

_____Mornings

_____Evenings

_____Saturdays

_____Other When?

How often should staff development activities take place?

_____Once a week

_____Once a month

_____Twice a year

_____Once a year

_____Other Explain:

What topics should be covered by staff development activities? Check any you would be interested in.

_____Games

_____First aid

_____Discipline

_____Families

_____Music

_____Children & stress

_____Staff & stress

_____Other Please list.

_____Child development

_____Homework/Tutoring

_____Arts & crafts

_____Roundtable discussions

_____Scheduling the day

What, if any, professional organizations do you belong to? Please list.

What financial support does your program provide for staff development activities?

_____No support

_____Pay all

_____Other Explain:

_____Pay half

_____Yearly allowance

Does your program hold regular staff meetings?

_____Once a week

_____Once a month

_____Other Explain:

What position do you hold in a school age child care program? Check all that apply.

_____Teacher _____Administrator

_____Assistant Teacher

_____Aide _____Support staff (Secretary, bus driver, cook, etc.)

_____Other Explain:

Do you have any other comments about staff development programs for school age child care programs?

THANK YOU